

PATHWAYS

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Bulletin Board Blues

by Saroja Srinivasan

The bulletin board was blank—covered only with white crepe paper—and my mind was just as blank! I did not have the faintest idea how I was going to fill up that space. I was clear about one thing though—it had to be something which would catch the eye—colourful, dramatic and different. Nothing clicked in my mind, and I left it at that.

One or two days later, I was doing something else, when suddenly, out of the blue, an idea just flashed through my mind. And as I excitedly watched, the entire picture seemed to take shape; the blurred outlines became sharper and very soon I could see exactly how the whole bulletin board would look. I felt very close to an artist at that time!

Sometime back Keerti Jayaram of the Ramjas Teachers' Centre and I had done an exercise with the students of class VII, working on an idea suggested by Rosalind Wilson. She had outlined a method to enable children to compose small poems by focussing on any one emotion and experiencing it through all their senses. They could then translate these ideas by comparing

them with things found around them. They could ask themselves questions like these: what did the emotion look like, feel like, taste like, smell like, sound like? When the children talked about these and wrote out what they felt, the completed 'poems' looked like this:

JEALOUSY

look like two swords hanging on the same wall.
sounds like thunder and lightning.
smells like burning food.
tastes like blood.
feels like the hot desert of Kalahari.

Tarun Gupta.

The children had produced some excellent work and we felt that this should be attractively and prominently displayed. And in my mind's eye these were the poems displayed on my blank bulletin board.

This is how I visualised the whole scheme. The board would have on display four emotions—Anger, Serenity, Sorrow and Happiness. These would be shown using four different colours. For example, the children's work on Anger would

be mounted on a background of red crepe paper with sharp jagged edges. This would show what the emotion, anger, evokes in us—a sudden outburst, violence, fire, the jagged edges of a saw—something hard, sharp and fiery. So I cut out the title letters also in an angular fashion. The children's work was on small pieces of paper cut out with sharp edges. The whole display on Anger looked like this :



Looks like a flash of lightning
sounds like crackers bursting suddenly
smells like acid on the face
tastes like poison
feels like bursting from inside.

Looks like foaming waves of the sea
sounds like a lion's roar
smells like a burnt piece of coal
tastes like chillies in *kheer*
feels like a sharp knife

Gowri Shukla

Looks like an atom bomb exploding
sounds like thundering clouds on a rainy day
smells like petrol being burnt
tastes like eating a bitter thing and not having water
feels like a slap on the face.

Next to it in complete contrast, was serenity—peaceful, calm, tranquil, placid—an emotion which should be depicted with smooth curved lines, no sharpness and no angularities.

To do this, I chose blue crepe paper which was cut into two semicircles and arranged in such a way that the word 'serenity' written with rounded letters could be slipped in between them. A dark blue straight line under the letters gave it the quality of stillness and equanimity. The children's writings were on small sheets cut in circles.

SERENITY

Looks like a silent night
sounds like the rippling of gentle waves
tastes like a big glass of *Rasna*
smells like musk
feels like soft moonlight.

Bhavna Mankar

Looks like still water in a pond
sounds like ringing of bells in a empty church
tastes like soft, creamy milk
smells like lingering rose perfume
feels like the soft fur of a baby rabbit.

Jyoti Lakshmi

Looks like a white pigeon in the blue sky
sounds like a sweet chime on a peaceful day
smells like fruity apple pie
tastes like a simple and light meal
feels like beauty every where.

Alka

The next emotion was sorrow. To depict this dark and sombre mood, I chose grey paper cut out so that it formed big droopy blobs which seemed to be trickling down under the dead weight of their gloom. The letters were cut out with a broader base to make them look heavy and lethargic. A few drops dripping from the letters completed the picture.

SORROW

Looks like a forest without animals
sounds like a person's cry for help
smells like decayed flowers
tastes like salt in lemon water
feels like a lonely family in a city.

Sumit

Looks like a black cloud
sounds like the silence of a cemetery
smells like wilting jasmine
tastes like salty tears
feels like the touch of a shroud.

Looks like trees without leaves
sounds like the songs of Mukesh
smells like lingering perfume
tastes like unheated food on a cold day
feels like a lost child.

Looks like a grave covered with dry leaves
sounds like sad, beautiful music at a funeral
smells like wet sodden flowers after a rain
tastes like burnt bread
feels like losing your favourite puppy in the park.

Jyoti Menon

In complete contrast to this grey emotion was Happiness—an outburst of joy, gaiety, exuberance—when one sees cheerful colours all around. To show this, I thought of a rainbow in yellow and orange with the children's work on small sheets cut out in the form of flowers.

The whole composition was a symphony of warm and joyful colours.



Looks like a triple sundae
sounds like the tinkling of bells in your heart
smells like a fresh perfume
tastes like *kesar* in milk
feels like soft fur.

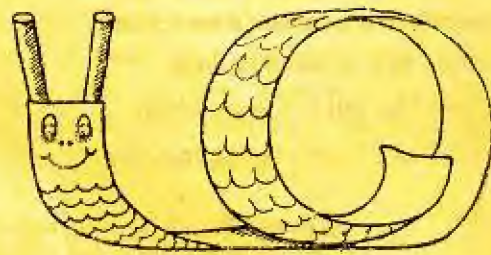
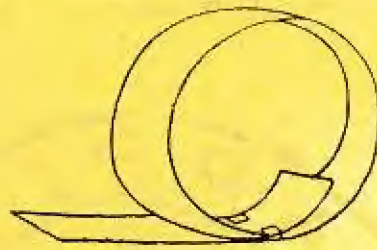
Looks like bright flowers on a sunny day
sounds like a flute
smells like mud after the first rain
tastes like creamy milk chocolate
feels like bright sunlight after rain.

Looks like a lotus in the mud
sounds like disco music
smells like roses
tastes like delicious things
feels like tickling all over the body.

When all the four emotions were arranged on the board a very attractive display emerged, with the children's work and the varied background forming a complete unit. It proved to be a satisfying and enjoyable experience.

PAPER—CRAFT IDEAS

A Paper Snail



Materials :

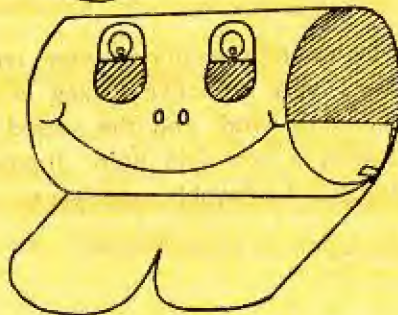
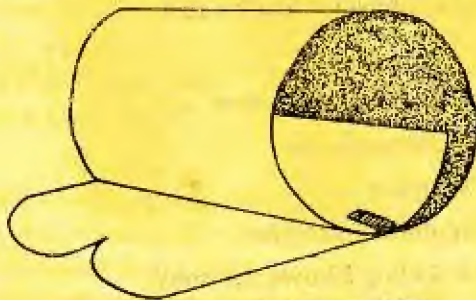
- * 1 strip of thin card, about 5cm by 50cm.
- * Felt tip pens or crayons.
- * Cellotape
- * 1 drinking straw.

Decorate both sides of the strip of card with patterns, scribble or bands of colour.

Loosely roll one end of the strip of card into a small shell shape and then tape it into position.

Bend the flat end of the card to make a head and add two eyes with a felt tip pen. You can use two tiny pieces of the straw taped into position for feelers.

Why not have a snail race? Attach a length of cotton to each snail, twist the loose end of cotton round a pencil and pull the snails across a smooth table top by winding the cotton round the pencils.



A PAPER FROG

Materials :

- * A strip of green paper 20cm by 35cm.
- * Felt tip pens or crayons.
- * Cellotape.

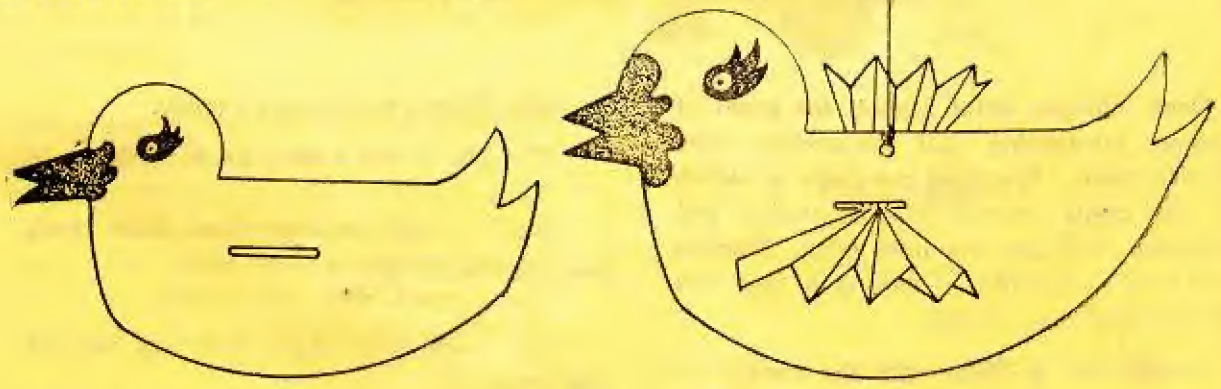
Draw the very simple outline of two frog's feet at one end of the piece of paper and cut round the outline.

Take the uncut end of the paper, loosely roll it towards the feet and tape it into position.

To make the frog's eyes, cut two half circles on the front of the rolled paper and lift these up to make two flaps.

You can then use the felt tip pens to add details to the eyes and perhaps draw a nose.

A PAPER BIRD



Materials :

- * 1 piece of card, 20cm by 20cm.
- * Elasticated thread or a cut rubber band.
- * Crayons or felt tip pens.
- * A piece of pretty wrapping paper, 20cm by 20cm.

Draw a simple bird shape on the piece of card and cut it out.

Draw an eye on both sides of the bird and colour in the beak.

With the scissors make a 3cm slit through the middle of the bird.

Fold the pretty paper as you would a fan and slot this through the slit in the bird. Gently pull the folded paper open so that it looks like the bird's wings. Attach a length of elastic to the back of the bird and watch it fly !

शब्द मुहावरे पहेली-उत्तर

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4 च	ल	5 ता	6 पु	जा		ख		7 का
म		8 क	र			9 र	10 म	ना
क		भाँ					क	
11 ना	12 क	क	ट	13 ना		14 हा	र	15 ल
	16 ली	क		ली			17 सं	त
18 मा		19 र	वा	य	त		क्री	
21 रा	22 प	ना		23 क	रा	24 मा	त	
	त्र				25 जु	ता		

TRIED, TESTED, AND EFFECTIVE

Once children enter school, the strain of acquiring pre-reading and pre-writing skills begins for them. Preschool is a stage at which one can create interest towards studies and confidence amongst the little ones. Keeping this in view, I thought of making a few new games to teach them shapes.

I would like to share with the readers of Pathways some of the activities tried out by me with the children.

On the first day, when I introduced the topic of shapes—I placed a toy plastic ring of 3" diameter in the centre of the carpet.

Teacher : What is this ?

Students : It is a ring

Teacher : यह क्या आपकी तरह लम्बा है ?

Students : नहीं यह लम्बा नहीं है. हमारी तरह ।

Teacher : तो कैसा लगता है ?

The students were not able to answer. I then asked the students to bring a block or any kind of toy, from among those they see around, which looks similar to the toy ring. The children were allowed to move around in the class freely. Each child brought back something that looked like a ring in shape. Some very observant children even brought back stuffed toys because their buttons or noses or eyes looked similar to that ring.

I observed that the children often looked back to the ring to match its shape with their selected objects. Some children brought back objects of different shape whose colour was similar to the ring.

When I saw a teddy bear kept in the centre with the ring, it immediately struck me and I asked the children:

Look, Shreya has brought a teddy.

इस में कुछ रिंग जैसा है क्या ? कुछ भी तो नहीं ।

Another child replied—"Yes Mam, इसकी eyes and nose तो है ।

This way each object that was brought was discussed.

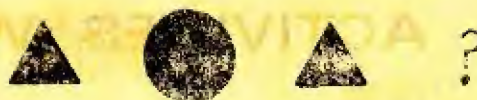
Next day, the same topic was taken up again. Along with recapitulation, the shape was named as a *circle*.

With the help of the children, the teddy bear was compared with ourselves. I asked them to find out what the similarities are. They started naming objects—*bindi*, eyes, head, face, nose, button, bangle, so on.

Each new shape was introduced in such a manner after a gap of 15-20 days. Also each day while doing one shape—different activities were done with the children. Some of these activities are given below :

1. Naming things that are of that shape - e. g. *bindi*, eyes, face, head, ring, *churi*, *puri*, *roti*, *ladoo*, tomato, apple, sun, tyre, balloon, ball and so on.
2. Sorting to pick out the desired shape from the given objects.
3. Ask the children to bring things from home similar to the shape.
4. Use of string or rope or Campa—Cola bottle caps, sticks or ice-cream spoons to make shapes.
5. Put stones or bottle caps on the shapes drawn on the floor.

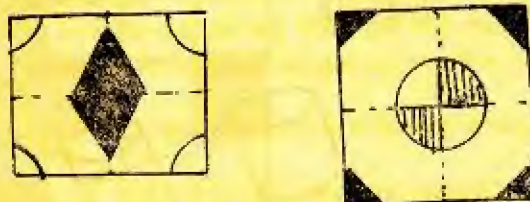
6. Give a pattern of shapes (it may be repetitive or alternating) to the children and ask them to complete it.



7. Tile Patterns : A card is made with four shapes drawn at the corners and a different shape in the centre. Cut it into 4 equal pieces. Then it should be such that when each piece joins with another a pattern should be formed. ie, each piece should match with other half of that shape.



8. Draw with help of strokes like these, make the shapes and combine them to make easy drawings.



9. Corner game : Shapes are drawn at four corners of the room. They can be different, or 2 — 3 different shapes can be drawn at each corner. The children dance in the centre to music. They are to run into the shape whose name is called out when the music stops.



10. Dominoes : Cards with shapes drawn or pasted on them can be prepared to play a game of Dominoes. This game has been described in detail in an earlier issue of Pathways.



11. Aim at the shape drawn on the floor or wall or board. This would increase the child's motor—coordination and help in eye—hand coordination as well.

12. Find the odd one out—from a given pack of cards or a group of objects.

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Ramjas School
R. K. Puram



Spot This One

What has 21 spots but isn't ill ?

What's Yours ?

Some keep theirs in the garden.

Some have theirs indoors

Some are found under water.

Tell me—have you made yours ?

What Is It ?

There is those who think that it is fat

Though most think it is round.

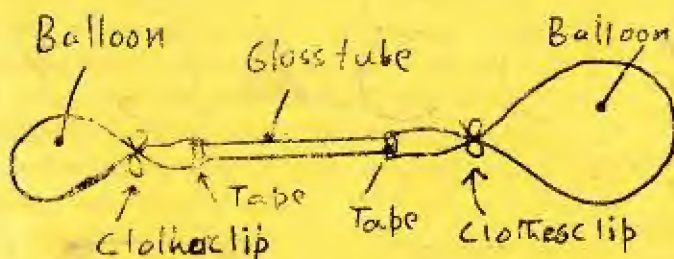
To be closer still, it's orange-shaped

And on it you can be drowned.

Answers on page 10

ACTIVITIES WITH BALLOONS-III

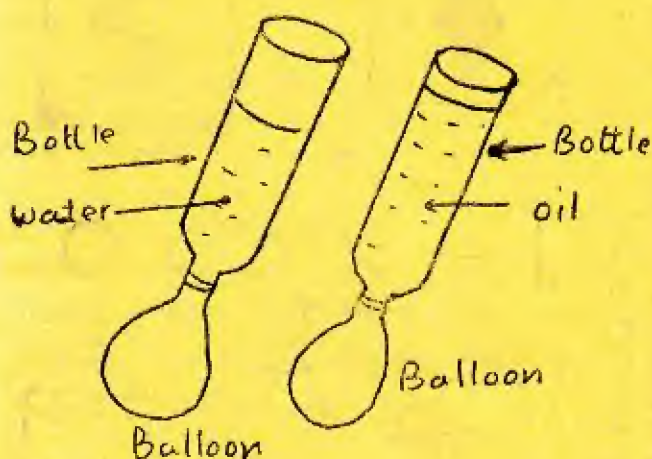
by Dr. Lalit Kishore



Activity 14 : The Law of Partial Pressures

Inflate two balloons, one fully and the other partially. Twist the necks of the balloons and hold them at the twisted portion with clothes-clips. Secure the mouths of the two balloons on a glass tube with the help of cellotape (see Fig. 1).

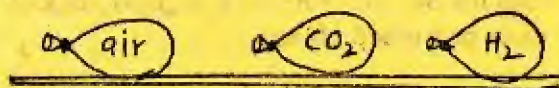
Open the clothes clips. What do you observe and why?



Activity 15 : Flow of Liquids

Fill two bottles with water and mustard oil respectively. Secure two balloons on the mouths of the two bottles. Tilt the bottles equally so that the liquids flow into the balloons (see Fig. 2)

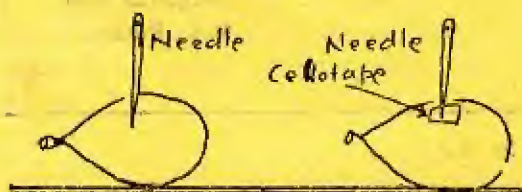
Which balloon gets filled faster and why?



Activity 16 : Leakage of Gases

Take three balloons and fill them with air, hydrogen and carbon dioxide respectively. Keep the balloons on a table for one complete day and observe their sizes next day (see Fig. 3).

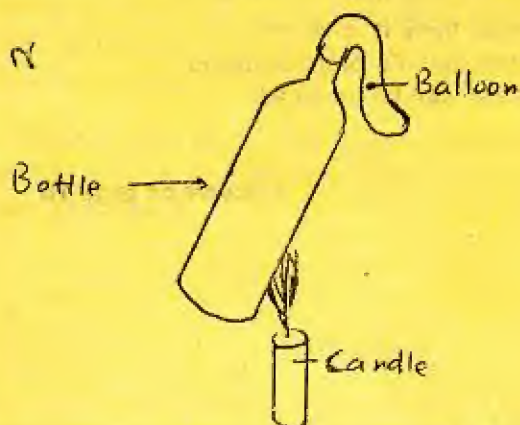
What do you observe about the sizes of the balloons and why?



Activity 17 : Behaviour of Rubber Membrane

Inflate two rubber balloons. Place them on the table. Stick a piece of cellotape on one balloon. Prick the balloons in turn with a pin as shown, that is inserting the pin in the second balloon through the cellotape (see Fig. 4).

What do you observe in the two balloons and why?



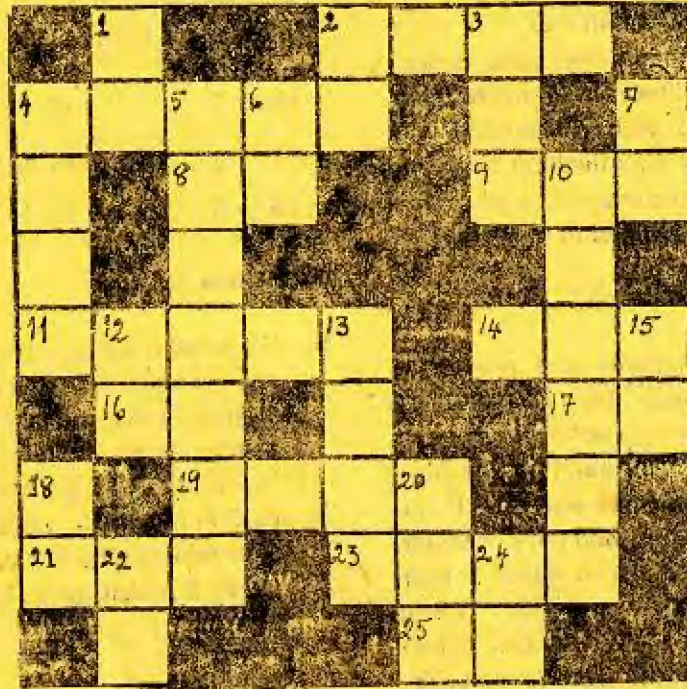
Activity 18 : Expansion of Air

Secure a balloon onto the mouth of a bottle (750 ml.). Heat the bottle gently on a candle flame (see Fig. 5).

What do you observe and why?

शब्द मुहावरे-पहेली

अनुराधा
सरदार पटेल विद्यालय
नई देहली



संकेत

ऊपर से नीचे

१. बोता या आने वाला दिन/मशीन
२. शक्ति
३. तालाब
४. जगमगाना
५. चुपके-चुपके अवलोकन करते रहना (मुहावरा)
६. शहर/नगर
७. एक आंख वाला
१०. वह समय जब सूर्य मकर राशि में प्रविष्ट होता है/प्रसिद्ध त्योहार

बाएं से दाएं

२. सोच-विचार
४. चालाक/चतुर
८. हाथ
९. व्याप्त होना/कहीं ठहरना
११. इज्जत मिटना (मुहावरा)
१४. द्रव

१२. विना खिला फूल
१३. अयोग्य/निकम्मा
१५. बुरी आदत
१८. किसी की पिटाई की आशा
२०. तुला (तोलने के लिए)
२२. चिट्ठी
२४. जननी

१६. लकीर/रेखा
१७. संन्यासी/सज्जन
१९. कहानी/किस्सा
२१. पीध लगाना/बोना
२३. चमत्कार
२५. पांव में पटका जाने वाला

(उत्तर : पृष्ठ ५)

Maths Club Ideas

By Saroja Sundarajan

Very often teachers have felt that they wished they knew how to keep intelligent, curious minds occupied productively in a maths club. Students need to be fed with challenging non-routine problems, so that their thinking skills and problem solving skills are sharpened well. We'll start with an interesting game with numbers.

Square-Dance Numbers Game :

Choose eighteen students and give them each, a number, 1 through 18. Each student should then choose a dancing partner such that the sum of the numbers for each of the nine pairs of students, is a perfect square. If you have an equal number of girls and boys, it would be a good idea to distribute the numbers in such a manner that a girl and a boy are paired. When the squares are all paired, the activity can culminate in a dance session, set to some good music.

Solution

This involves a process of elimination, as well as work with squares.

A question that can arise, could be—should 7 be paired with 9, or 18?

The complete solution is

$18 + 7$	$15 + 1$	$12 + 4$
$17 + 8$	$14 + 2$	$11 + 5$
$16 + 9$	$13 + 3$	$10 + 6$

Questions To Pose

1. If we call numbers such as 18 in the previous example, square Dance numbers, which is the smallest square-dance number? That is, by pairing all the numbers from 1 up to and including the square dance number, and using each number only once you should obtain pairs whose total is always a perfect square. (Ans : 8 which gives $8 + 1$, $7 + 2$, $6 + 3$, $5 + 4$)
2. What even numbers other than 18, have this property of being a square-dance number?
3. Prove that for any odd square a , the number $a-1$ is a square-dance number.
4. Are solutions to square-dance numbers always unique? If so, which ones are not?



Spot This One

A die (.) It has the numbers 1 to 6 in spots. The total is 21.

What Is It?

The Earth

What's Yours?

Bed (Flower bed, the bed you sleep in, river or sea bed)